

DOCUMENT RESUME

ED 208 240

CE 030 384

AUTHOR Bulpitt, Mildred, Ed.; Lohff, Judith Kaderlik, Ed.
TITLE It's Your Business! Cooperative Efforts Between
Community Colleges and Business/Industry.
INSTITUTION League for Innovation in the Community Coll., Dallas,
Tex.; Maricopa County Community Coll. District,
Phoenix, Ariz.
PUB DATE Jun 80
NOTE 66p.
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adult Education; *Business Education; *Community
Colleges; Community Cooperation; Community
Development; *Community Education; Cooperative
Planning; *Cooperative Programs; Coordination;
Experiential Learning; *Institutional Cooperation;
*School Business Relationship; School Community
Relationship; Shared Services; Technical Education;
Two Year Colleges; Vocational Education
IDENTIFIERS Small Business Management

ABSTRACT

This publication is a directory of cooperative programs involving community colleges and business and industry. Seventeen community colleges or college districts are represented in the directory, which describes projects that the colleges have conducted to promote cooperation with the business community. Names, addresses, and telephone numbers of contact persons for each project are provided. The information is shared so that other colleges can benefit from the successful experiences of the member colleges. Some programs described include projects to release instructors full-time for a quarter or semester to work in industry, a small business management curriculum developed by a community businessman and offered through a college, Spanish-language classes conducted for a company's employees at their plant by college faculty, and apprentice refresher courses. A total of 122 projects are described in the publication. (KC)

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IT'S YOUR BUSINESS!

COOPERATIVE EFFORTS BETWEEN COMMUNITY COLLEGES AND BUSINESS/INDUSTRY

Edited by
Mildred Bulpitt
and
Judith Kaderlik Lohff

Presented by the Maricopa Community Colleges
In Cooperation with the League for Innovation
in the Community College

Phoenix, Arizona
June, 1980

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INTRODUCTION

The purpose of this League Linking Project is:

To provide a vehicle for sharing
information on cooperative programs
involving community colleges and
business and industry.

The information contained in this directory was gathered during the academic year 1979-80. Each League college was contacted. Although minor editing has been done for clarification, the statements concerning the cooperative efforts by the colleges have not been changed in content or style. The editors wish to express their appreciation of the professionals who responded to the request for information.

The League for Innovation and Maricopa County Community Colleges hope that you will find the information helpful in your cooperative efforts with business and industry.

BROOKDALE COMMUNITY COLLEGE

Small Business Development Center

The Small Business Development Center at Brookdale is funded by the Small Business Administration through Rutgers, The State University of New Jersey. The Rutgers project is one of 11 centers funded throughout the country. The center at Brookdale works in conjunction with the Rutgers SBDC to provide management assistance to businesses in the community. A faculty member serves as a part-time director of the center, screens requests for assistance, and makes referrals for professional consultations where services cannot be provided by available faculty members. Contacts with the clients may consist of just a telephone conference, a brief visit to the business or an in-depth consultation project. All of these services are provided at no cost to the client.

Small Business Institute

The Small Business Institute, sponsored by the Small Business Administration, calls upon the resources of schools of business to furnish management assistance counseling to members of the small business community who are usually SBA clients, or referrals from the local SCORE/ACE group. At Brookdale (one of three two-year colleges participating in the program), students register for a three credit course and work as part of a consulting group consisting of three students, a faculty member and a SCORE/ACE member. The group visits the business requesting assistance, reviews problem areas, and, after necessary research makes recommendations to the enterprise. A final report, including recommendations, is submitted to the client and to the Small Business Administration at the conclusion of the project.

Contact: Larry Novick or James Elliott
Business Management Learning Center
Brookdale Community College
Lincroft, New Jersey 07738
(201) 842-1900, ext. 363

The Success Story of Chapter # 36 SCORE/ACE, Career Services

In the spring of 1960, two retired businessmen were contacted by a representative of the U.S. Small Business Administration for the purpose of enlisting their services to form a SCORE chapter in Monmouth County, New Jersey. Agreement was reached and for the period of 1970-72 a

concerted effort was made to enlist new members, develop a working organization, and build a reputation in the business community. Meetings were held monthly at the Synagogue of a member.

In 1972, a staff member of the Career Services Center, Brookdale Community College, attended a chapter meeting and was impressed with the sincerity, enthusiasm, and accomplishments of the group. After several meetings of SCORE members and U.S. Small Business representatives with the college President and Director of Career Services, a working arrangement was established. The college provided suitable office space in Career Services, telephone, and limited clerical assistance.

During the period 1972-79 membership has increased to 33 members and has gained national recognition. Organizational structure consists of chairperson, first vice chairperson, second vice chairperson, secretary, and treasurer.

Contact: Kel Bamford
Chairperson, SCORE Chapter # 36
Brookdale Community College
Lincroft, NJ 07738
(201) 842-1900, ext. 229

CENTRAL PIEDMONT COMMUNITY COLLEGE

Career Interest Project

Each year Central Piedmont Community College (CPCC) works with local business and industry personnel to coordinate a career interest project to assist high school students in exploring occupational fields. The project is conducted as follows:

1. Each year CPCC and the businessmen of a local Rotary Club distribute a Career Interest Survey form to all tenth graders in the Charlotte/Mecklenburg School System. The survey form gives each student the option to select 1st, 2nd, and 3rd choices from about 250 occupations. Over 5,000 tenth graders are included in the survey.
2. The survey forms are collected by high school counselors and the data are key punched and processed by personnel at CPCC.
3. Each high school vocational counselor receives a print-out listing the career interest expressed by each of the tenth graders in his/her respective school. Ten schools are included in the survey.

4. The high school counselor then scans the print-outs and identifies the career areas in which significant interest is expressed. The counselor knows not only the number of students interested in a particular occupation, but each student's name and homeroom number for contact purposes.
5. Each counselor then provides the local Rotary Club with a list of occupations in which the counselor wishes to have business and industrial persons contacted for commitment as resource persons to visit the school to meet with students interested in the occupation represented by the persons from business or industry.
6. The Rotary Club then produces (up-dates) a resource book of speakers from business and industry (and from CPCC) who have made a commitment to go to the high schools upon call from the counselors. Each counselor has a current "Career Interest-Resource Speakers Handbook" on his/her desk.
7. At the end of each year, the project is evaluated and attempts made to improve the process.
8. As a by-product of the project, CPCC obtains names, addresses, and telephone numbers of tenth grade students. These are then distributed to the various instructional departments according to occupations selected. Contacts are then made directly with the tenth graders.

Project Upgrade

Central Piedmont Community College has recognized the need to keep education current with the needs and techniques of business and industry. Funds are being sought from business and industry to release full-time instructors for one quarter for a total business or industrial experience. Several key questions are used to focus the quarter's experience on updating the instructor's skills to provide the most current curricula possible to CPCC students. In addition, each instructor involved will publish a "Current Practices Booklet" for wide distribution to other instructors in the particular field. IBM has provided a \$3,200 grant to fund the first upgrade experience. This will be in the Electrical-Electronics Technology program. Funding for twenty-five other similar upgrade projects is being sought in crucial areas of technology. Project Upgrade is thus taking a step forward, building a closer link between business/industry and the community college.

Contact: Carl E. Squires
Vice President - Career Programs
Central Piedmont Community College
P.O. Box 4009
Charlotte, NC 28204
(704) 373-6860

Is Education Marketable? . . . Shopping at the College Mart

In an effort to expand campus services and to ease on-campus parking, Central Piedmont Community College is conducting an innovative year-long experiment of placing a learning center in a shopping mall.

The "College Mart" provides a variety of non-traditional delivery systems through the use of computer terminals, video tape players, sound slide projectors, simulation models, and other learning opportunities. There are no classrooms. All courses are self-paced and individualized learning experiences which students may pursue at their convenience. CPCC facilitators are available during the open hours of 10:00 a.m. to 9:00 p.m., Monday through Saturday to advise on study activities, answer questions, and provide those services needed for student success.

Courses available at the College Mart include English, math, nursing, biology and chemistry, communication, study skills, electronics, sociology, and adult basic education. In addition to these, students enrolled on the campus can complete segments of their courses at the Mart. These include lab work for microcomputer programming, electronics, typing and office skills, speed reading, and others. Video tapes of course lectures and courses offered on television are available, as well as mini-courses of technical and vocational topics. Registration, conferences, small group contact with instructors and testing are available.

The College Mart's unique location is particularly attractive to curious shoppers who may never have considered taking college level courses. During the months since its opening, the College Mart has doubled its enrollment each quarter. Its easy accessibility, convenient open hours, and comfortable atmosphere have encouraged many to return to education or to continue their education in the face of a gas crisis and hectic work schedule.

Contact: Cynthia R. Wilson
Central Piedmont Community College
P.O. Box 4009
Charlotte, NC 28204
(704) 373-6658

COAST COMMUNITY COLLEGES

American Electronics Association

The District has worked with the American Electronics Association (AEA) of California and specifically Orange County to create a position funded by

the AEA. This provides a liaison between that industry and the educational units of Orange County who are providing electronics training. This project provides for the development of promotional materials about the electronics industry, counseling efforts in the secondary and community colleges, and the development of training programs and assistance with special funding for electronics. This particular project has worked very effectively in increasing the attention to the electronics training needs within Orange County during the past year. The project is fully funded by the American Electronics Association.

Orange County Industry Education Council

As an affiliate of the Industry Education Council of California, the Industry Education Council of Orange County is a conglomerate of various industries in education getting together to share in the promotion of vocational and coop education and the support of such programs within the county. This organization meets monthly throughout the school year and shares its leadership between education and industry to bring about programs of interest to members of both industry and education. During the last year, we have been able to develop workshops to discuss employment needs, housing, and training needed for industry within the county. A recent venture has been the development of a Small Business Conference to discuss the role of public education in pursuing the entrepreneurship of students within the county. The Industry Education Council of California is currently in its 25th year of operation.

Contact: Donald F. Averill, Vice Chancellor
Vocational Education and Educational Planning
Coast Community Colleges District
1370 Adams Avenue
Costa Mesa, CA 92626
(714) 556-5894

CUYAHOGA COMMUNITY COLLEGE

Small Business Management

The Small-Business Management curriculum offers dramatic proof Cuyahoga Community College responds creatively to community needs. The idea for such an accredited curriculum came from a small business owner who also works as a volunteer with the Greater Cleveland Growth Association. In 1969, he came to the college with his idea and, thanks to the college's "can-do" attitude, he began testing the need for it on a non-credit basis.

So healthy was the response that two years later, in 1971, the businessman launched his six course curriculum on an accredited basis. The only one of its kind in the country, this curriculum has since grown to more than 300 students a quarter.

Like a living organism, this small business curriculum has changed and grown to meet shifting community needs. In fact, 60% of all subject matter is now original, much of it covering Greater Cleveland. And, to keep abreast of changes in the marketplace, this curriculum has forged an alliance with both the U.S. Small Business Administration and the Chamber of Commerce to achieve the twin goal of:

- . Helping existing enterprises to grow; and
- . Helping new enterprises to get off the ground.

Based on mutual trust and enlightened self-interest, this alliance is unmatched in strength anywhere else in the country.

Contact: Nicholas C. Siropolis
15615 Norway Avenue
Cleveland, Ohio 44111
(216) 671-1368

College-wide Coop Program

The college works with business and industry in the delivery of the College-wide Cooperative Education Program . . . a program which integrates classroom and laboratory study with specific plan periods of work experience for career-oriented degree seeking students that provides academic credit for on-the-job training and allows students to gain meaningful work experiences while continuing their studies.

The Cooperative Education Program is available for students in 12 career programs in the Business and Engineering Technology areas on an alternating or parallel co-op plan. In the former, students alternate quarters of full-time work experience with quarters of full-time on-campus studies; in the latter, students work part-time while maintaining a reduced academic load.

Some of the advantages for participating students include the opportunity to test realistically his or her career choice, to accumulate career-related work experience, and to earn funds to support his or her college education.

The benefits an employer receives from actively participating in cooperative education go beyond satisfying immediate staffing needs. The program also serves as a cost effective means of training and recruiting potential graduates. Another benefit is the opportunity to contribute to the educational process and assist in bridging the gap between the world of work and the college community.

Good employer relations yield dividends to both the college and the employer community. Cuyahoga Community College has made an investment with business and industry which will appreciate in the future.

Contact: Richard L. Reames, Program Manager
Cooperative Education Program
Cuyahoga Community College
2900 Community College Avenue
Cleveland, Ohio 44115
(216) 241-5966, ext. 375

Minority Contractors Association Courses

Several minority building contractors were called together to explore the possible offering of a course for them and/or associates in the basics of starting and being successful in a small business enterprise. The Ohio Board of Regents had requested that Cuyahoga Community College explore this possibility. The basic courses were:

1. How to finance a small business
2. How to prepare bids
3. How to estimate job costs
4. How to become bonded and insured
5. How to control costs

We offered an eight session (2 hours each) course covering these topics to 12 students. The course was supported by the Cleveland Minority Contractors Association. We have had favorable comment on the course so far and hope to offer another course during Spring 1980. The students are all older adults (average age of 30 or so who want to go into business for themselves). Many of the students want to go into building contracting.

Contact: Dr. Fred C. Sutton, Assistant Dean
Cuyahoga Community College
Metro Campus Room S&T 118
2900 Community College Avenue
Cleveland, Ohio 44115
(216) 241-5966, ext. 355

Cleveland Area Board of Realtors Program

Cuyahoga Community College (CCC) and the Cleveland Area Board of Realtors (CABOR) have worked together on a number of projects to promote cooperation and mutual assistance between the two institutions. Listed below are examples:

- CCC and CABOR have arranged, through the Ohio Division of Vocational Education, for all new instructors of real estate courses to attend a one-day workshop as a final preparation for entering the classroom.
- CCC and CABOR sponsor workshops for instructors as a means of keeping them abreast of current information and techniques in the real estate industry.
- Each quarter, CCC sponsors a career night where local real estate firms send representatives to speak to students about employment. CABOR advertises the event and recruits real estate brokers to participate.
- CABOR carries on a program of advertising and promotion for CCC real estate courses by giving callers information about the college and referring them to one of the CCC campuses. In addition, a schedule of real estate classes at CCC is listed in the monthly magazine, The Realtor.
- CCC and CABOR have worked cooperatively to encourage strong leadership for the Ohio Academy of Real Estate Instructors. This organization, assisted by CCC and CABOR representatives, recently contributed to the successful campaign to have credit courses included in the continuing education required for the renewal of real estate licenses.
- CCC and CABOR sponsor seminars for the community on a variety of topics related to the real estate industry and provide speakers and instructors for these events.
- To provide an additional means of communication between the college and the real estate industry, an advisory committee, made up of ten industry representatives and three college representatives, meet twice each academic year to discuss the Real Estate Program's curriculum and related matters.

Contact: Raymond A. Salco or Ronald R. Zambetti
Cuyahoga Community College
Western Campus
11000 Pleasant Valley Road
Parma, Ohio 44130
(216) 845-4000, ext. 391

Machine Trades Training Program for Youth (MTTPY)

The Machine Trades Training Program for Youth (MTTPY), a national demonstration project, links the college with government, labor, and industry. Its objectives are:

- to train and place in permanent jobs out-of-school unskilled and disadvantaged youth;
- to offer to the machine trades industry at least a partial solution to the shortage of available skilled machine tradesmen; and,
- to implement a new approach to training disadvantaged youth that can be replicated wherever needed.

MTTPY was launched and is being conducted under the auspices of agreements between CCC and the following four separate entities:

- The City of Cleveland, which through its CETA funds provides approximately \$500,000 in essential support for trainee stipends, on-the-job training, and classroom training costs, as well as recruitment and assessment services.
- The United Labor Agency of Cleveland, which through a sub-contract of approximately \$93,000, will provide retired machinists to train, counsel, to develop jobs, and to operate placement service for MTTPY trainees.
- The Cleveland Public Schools, which is providing at no cost, space at Max Hayes Vocational High School for hands-on machine training.
- The Cleveland Machine Trades Association, representing private sector firms, which will participate in selection of trainees and on the MTTPY Advisory Committee.

Contact: Howard T. Rice, Manager
Bulkley Building/Suite # 301
1501 Euclid Avenue
Cleveland, OH 44015
(216) 241-1140

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Brookhaven College

City of Dallas On-Going Training

Brookhaven College has been working with the City of Dallas to provide on-going training for their employees at all levels. We have offered courses in Listening and Speedwriting Skills and Assertiveness for Personal Effectiveness. As an off-shoot of this continuing relationship with their training personnel, we have identified individuals within their organization who have excellent skills in areas for which we were seeking part-time, non-credit instructors.

Spanish Classes at Zoecon Industries

Brookhaven College has been working with Zoecon Industries, Inc., to offer courses in beginning Spanish for their employees. Since over 60% of their employees are Spanish-speaking, they felt a great need to teach their mid-management and upper level management people basic Spanish. The end result desired was to be increased communication. After two successful semesters, Zoecon and Brookhaven continue to work together to provide this service on both a credit and non-credit basis. There is now a growing interest to expand the offerings to include English as a Second Language courses for Spanish-speaking employees.

Contact: Jo-Ann Killinger
Associate Dean for Continuing Education
Brookhaven College
Farmers Branch, Texas 75234
(214) 746-5112

Management Courses at Wilshire Foam Products

Brookhaven College is providing management training for mid- and upper- level managers at Wilshire Foam Products. Classes are held at their facility and taught by full-time faculty. Students were registered on-site, and both administration and employees of the company have been pleased with the service-oriented approach taken by the college. One credit course in management will be taught each semester, and students may enroll in support courses at the college in order to receive an Associate Degree.

Cooperative Work Experience Courses

Through the establishment of cooperative work experience courses which are components of all of our occupational programs, Brookhaven College has established valuable links with business and industry. Cooperative work experience courses are included in all of our occupational programs (Accounting Technician, Auto Body Repair and Painting, Automotive Parts Sales and Service, Automotive Mechanics, Child Development, Midmanagement, Retail Distribution and Marketing and Secretarial Courses). Contacts established through this cooperative effort have lead to permanent job placements for students enrolled in occupational programs, recruitment of additional students who are employed at Co-op training stations, generation of on-site training programs within the businesses involved in the Co-op program, and input from industry regarding curriculum revisions/additions.

Contact: Marilyn Kolesar, Associate Dean of Technical/Occupational Programs
3939 Valley View Lane
Farmers Branch, Texas 75234
(214) 746-5210

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Cedar Valley College

Automotive Technology Apprenticeship Program

Cedar Valley College, in cooperation with the Dallas County New Car Dealers Association and the National Automobile Dealers Association, offers a three year Associate Degree program in Automotive Technology.

Apprentices enrolled in the program work full-time with a member dealer and attend college two nights per week. They receive, over a three year period, 18 credit hours for their on-the-job training (internship). In addition, they complete 33 credit hours in automotive theory courses and 17 credit hours in related academic courses.

The apprentices' progress on the job is reviewed every 500 hours, and the pay is adjusted accordingly. Starting pay is \$4.50 an hour.

Upon completion of the program the apprentice is awarded an Associate Degree in Automotive Technology, is receiving journeyman technician pay, and is qualified to take all elements of the NIASE certification tests.

Contact: Roger E. Kinseth, Associate Dean of Technical & Occupational Programs
3030 N. Dallas Avenue
Lancaster, Texas 75134
(214) 746-4790

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
Eastfield College

Circuit Designers Trained for Electronics' Firms

To assist Dallas area electronic circuit manufacturers, DCCCD's Eastfield College has initiated a new Electronic Design Option to the Drafting and Design Technology Program. The demand for printed circuit board and integrated circuit designers is especially high in Dallas where electronics manufacturing comprises the largest industry segment.

Working with representatives from Texas Instruments, Rockwell International, E-Systems, Mostek, Danray, and Spectronics, DCCCD staff and faculty researched the occupational tasks required of electronic design technicians who work alongside engineers in the team design of miniature electronic circuits. These minute circuits, or "chips", provide the brainpower for computers, calculators, equipment and the popular electronic toys and games. The Dallas electronics manufacturers of printed circuit boards and integrated circuits have devoted many hours in assisting Eastfield faculty prepare for the new option. The curriculum includes standard drafting and electronic courses, a special electronics course oriented to circuit design, plus two courses on the design of printed circuit boards

and two courses on integrated circuit design.

Additionally, students in the Electronic Design Option can enroll in cooperative education courses allowing them to attend classes part-time and work part-time in learning stations located in various electronics manufacturers' design departments.

Contact: Bill Hollon, Director of Program Development
Dallas County Community College District
701 Elm Street
Dallas, Texas 75202
(214) 746-2133, 746-2159

Cooperative Program at Kraft Foods

An on-going cooperative program for food processing maintenance personnel with Kraft Foods, Inc. has been developed and offered for four years. It is a two year program (one course per semester) consisting of courses in Blueprint Reading, Shop Math, Machine Shop/Basic Welding, and Fluid Power.

The objective of this Community Services project is to upgrade the skills of maintenance personnel and decrease turnover.

Communication Focus

Improved communications has been the focus of several in-company training programs recently.

Spanish for Business was designed to promote improved relations and better understanding between management and non-management employees.

Spanish for Medical Personnel conducted for a local hospital was offered for nurses and doctors. The objective was to improve patient's physical and emotional comfort and care. A subsequent course is on the drawing board to train hospital business office personnel in Spanish. This would facilitate the admitting and patient release process for Mexican-Americans.

Sign Language for Library Personnel was developed to allow the Dallas Public Library System to better serve the deaf community. Two classes have been completed with enough continued interest anticipated to warrant an annual course offering.

Parks Department Management

Eastfield College Community Services and the Dallas Parks Department are cooperating in the training of a newly created supervisory level of management.

Through an Eastfield sponsored 100 hour Management Achievement Program, approximately 40 Parks Department employees are preparing to fill the gap between the manager level and the labor force.

Maintenance Personnel Training Program

Eastfield College Community Services and the Dallas Water Utilities are in the process of developing a comprehensive Maintenance Personnel Training Program for city employees.

The program will include introductory courses for all personnel with specialized training in at least three major areas: Plant Operations, Electrical Repair, and Instrument Technology. Courses will be offered on a non-credit basis with a credit option and will be provided in campus facilities as well as on-site (at the company).

The objective of the program is to upgrade the skills of all maintenance personnel and to provide a clear-cut career development path for approximately 150 employees.

Contact: Carolyn Stock
Community Services
Eastfield College
Mesquite, Texas 75150
(214) 746-3240

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

El Centro College

Mid-Management Program

This program includes a cooperative plan with members of the business community whereby the student attends college classes in business and related courses and concurrently works at a regular, paid, part-time job in a sponsoring business firm. This program is available day and evening.

The companies with whom we have this cooperative arrangement vary from year to year, but the following list contains the names of businesses with which we have or had a working relationship: Sears, Roebuck; First National Bank; Fairmont Hotel; Fidelity Union Life; Mobil Oil; Sun Oil; Blue-Cross/Blue-Shield; Blazer Finance; Sanger-Harris (department store); Southwestern Bell; Casual Corners (women's clothing); Cullum Companies (groceries, drug stores); Glenn, Bozell & Jacobs (advertising); Zales; DeLuxe Check Printing Co.; Flo's Cleaners; and many others.

Contact: Brenda Floyd, Chairperson, Business Division
El Centro College
Main & Lamar Streets
Dallas, Texas 75202
(214) 746-2344

Community Service Courses on Location

Community Service Courses offered on location for employees of various area businesses or firms. During 1979, some of the firms we have been involved with and the courses offered for their employees were as follows: Dallas Morning News (communication skills); Dallas Times Herald (speed building for CRT operators); Dallas Power & Light (electrical, welding, English as a Second Language); Ford, Bacon, & Davis (engineering) (courses in different levels of management); Ingersoll-Rand (management); Fidelity Union Life (typing); Fox & Jacobs (homebuilders) (Spanish); Electronic Data Systems (English as a Second Language).

Contact: Judy Pouncey, Assistant Director of Community Services
El Centro College
Main & Lamar Streets
Dallas, Texas 75202
(214) 746-2174

Cooperative Education

Cooperative Education is a joint effort involving students, instructor, and employers. It is a method of instruction that offers the student an opportunity to earn college credit for the development and achievement of learning objectives which are accomplished through current work experience.

Students and instructors at El Centro and employers are extremely receptive to cooperative education as an alternative means of education. During the fall semester of 1979, there were 190 students, 16 instructors and 148 employers involved in the cooperative education program. Employers representing small and large organizations participate each semester. Some employers currently involved are Texas Instruments, Texas Power & Light, Neiman-Marcus, the Fairmont Hotel, Methodist Hospital, and Mobil Oil Co. Ten vocational programs at El Centro now offer cooperative education as an integral part of their curriculum. Those programs are Accounting Associate, Apparel Design, Architectural Technology, Data Processing, Drafting & Design, Educational Paraprofessional, Food Service Operations, Interior Design, Pattern Design, and Secretarial Career.

Contact: Mr. Michael Ross, Chairperson, Science and Math Division
El Centro College
Main & Lamar Streets
Dallas, Texas 75202
(214) 746-2376

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Mountain View College

Aviation Maintenance Technology Associate Degree of Applied Arts & Sciences

Students completing this program are eligible to take the Federal Aviation Administration examinations for Airframe and Powerplant mechanics certification.

Training is provided by Mountain View College in cooperation with Braniff Education Systems, Inc. All courses in this program are offered at the Braniff Education Systems facilities. Classes start each six weeks with an enrollment of approximately 225 students.

This program is unique to Mountain View in that it provides an industry/education cooperative venture through a contract agreement. This contract allows Mountain View to offer a two-year degree program by utilizing industry facilities. Payment to Braniff Education Systems, Inc. is based on student contact hours generated in each six-week enrollment period.

Electronics Technology Associate Degree in Applied Arts and Sciences

At Mostek Company students are enrolled in general electronics courses

with the theory being taught in-plant and students coming to the campus for the lab experiences. The company is in the process now of equipping a lab on-site so the entire program can be taught at one location. Presently there are 32 students enrolled in two classes.

All courses required for the degree will be offered in-plant. A new group of students enroll each semester so that by the time the first class completes its course of study there should be eight groups enrolled simultaneously.

Electronics Technology
Associate Degree in Applied Arts and Sciences

This two-year degree program is being offered in-plant and N.E.C. America, Inc. has equipped a special electronics lab for instructional purposes. Thirty-two students are enrolled and are progressing through the program. A beginning class will start each semester.

Electronics Technology
Associate Degree in Applied Arts and Sciences

Mountain View College implemented this two-year training program which is taught completely in-plant. Texas Instruments had exhausted all sources in recruiting trained qualified employees and were short of fulfilling their employment needs for technologists. The decision was made with Mountain View to start an in-plant training program which would produce trained technologists. This would allow them to lower the qualifications for employment, hire local people, train them and promote from within. Twenty-eight students are enrolled in two courses. A beginning class will start each semester.

Machine Parts Inspection
Associate Degree of Applied Arts and Sciences

At Otis Engineering Company 25 students are enrolled in 14 credit hours. This is the start of a two-year training program, conducted in-plant, leading toward an A.A. Degree. A new class will begin each semester. Most instructors are full-time employees in the company so that instruction is actually related to the students' work when applicable.

Machine Parts Inspection
Associate Degree of Applied Arts and Sciences

This program was developed in response to Texas Instruments, Inc. requests. The program is designed especially for in-plant training. The program is now in progress at Texas Instruments, Inc.

Twenty-five students are enrolled in 15 credit hours the first semester. An additional 75 students are expected to enroll next fall.

Machine Shop
Associate Degree of Applied Arts and Sciences

Machinists are in high demand in the Dallas labor market. College facilities have been opened for this training program on a 24-hour per day basis. In addition, this degree program is in operation at two plant locations for Texas Instruments, Inc. This spring the first class of 22 students will receive their AA degree having received all courses at the plant location.

Enrollment for this program averages 270 students.

Company statistics show that this training program has provided trained machinists in a short period of time. Having the training available enables the company to recruit entry-level employees who commit to the training program. Salary increments are then related to the courses completed as well as to the grade in each course. Turnover is down and production is up.

College Credit Courses - Office Careers

The Army Air-Force Exchange Services employees are provided the opportunity to attend college credit classes at their employment facilities.

Classes in general business, shorthand, marketing, speed reading, and psychology are offered this school year for 90 AAFES employees by M.V.C. These classes begin fifteen minutes after the work day ends.

Educational Paraprofessional Program

Teacher Aides of the Dallas Independent School District are enrolled in educational paraprofessional classes offered by Mountain View College at the Nolan Estes Educational Plaza of the Dallas Independent School District. This program is designed to prepare paraprofessionals to school personnel in a wide range of supportative duties common to educational processes. It is designed to enhance a student's understanding of the learning processes and stages of development. Twenty teacher aides are enrolled in EP 131 Introduction to Educational Processes I and EP 804 Cooperative Work Experience.

Educational Paraprofessional Program

Teacher Aides of the Wilmer-Hutchins Independent School District are enrolled in an educational paraprofessional class offered by Mountain View College. This program is designed to prepare paraprofessionals to school personnel in a wide range of supportative duties common to educational processes. It is designed to enhance a student's understanding of the learning processes and stages of development. There are 22 Teacher Aides enrolled in EP 129 Communications Skills for Educational Paraprofessionals which is being taught at Kennedy-Curry Junior High School, Wilmer-Hutchins Independent School District.

Contact: Bill Sorrells
4849 West Illinois Avenue
Dallas, Texas 75211 (214) 746-4255

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

North Lake College

Women Prepared for Building Trades

Eleven Dallas-area young women gained entry-level positions in the non-traditional field of construction trades this fall upon completion of pre-apprentice training at DCCCD's North Lake College.

The training was offered in cooperation with the Dallas Chapter, Associated General Contractors, Dallas Electrical Apprentice Program, and North Texas Carpenters Apprentice Program under the City of Dallas CETA sponsorship. The women students received job-related skills and physical conditioning designed to enable them to successfully perform as beginning construction apprentices.

All women enrolled received 10 weeks of pre-employment training designed to prepare them for successful entry into construction trades. During the first three weeks of training, the students were involved in learning about the construction industry including the nature of work, skills, physical stamina, materials, and management required in building construction projects. Also, the women toured several local job sites as the guests of contractors and the apprentice programs.

At the conclusion of the first phase, each student selected a craft in which to specialize for the remainder of the program. The remaining seven weeks included training in the skills and tools of the craft selected by the student as well as safety instruction and further physical preparation. The final three weeks of training were spent on job sites to allow realistic, hands-on learning experiences for the women.

The eleven women were admitted into one of three apprentice programs upon completion of this training. Five of the women are beginning electrical apprentices starting at a wage of \$4.11 per hour; five are beginning carpenter apprentices, starting at \$5.38 per hour; and one is a beginning plumbing apprentice with a starting wage of \$4.21 per hour.

Home & Apartment Builders Train Through DCCCD

When seeking a solution to the local shortage of residential construction craftsmen, the Home and Apartment Builders of Metropolitan Dallas contacted DCCCD concerning a joint approach to residential construction apprenticeship training.

Now entering its second year, the program combines classroom and laboratory skills training at North Lake College with on-the-job training coordinated by HAB's training director, Clayt Morton. North Lake enrolled 61 students during the first year of the HAB Residential Construction Pre-Apprentice Program.

HAB enrolls pre-apprentice trainees in North Lake College residential construction courses throughout the year by taking advantage of the flexible registration available in many DCCCD occupational programs. The HAB students spend the first six weeks of the program in intensive, 40-hours per week training, learning the fundamentals of residential carpentry. The courses cover safe and proper use of woodworking tools

and equipment and the construction of basic residential framing sections including floors, ceilings, and walls.

Following the initial six-weeks training, the HAB pre-apprentices are placed in on-the-job training positions with local residential builders and subcontractors. This on-the-job training continues for 16 weeks during which the student experiences the application of the carpentry fundamentals learned in the North Lake College courses. Once the 16 weeks of on-the-job training is complete, the HAB trainees are ready to begin their four-year apprenticeship.

Contact: Bill Hollon, Director of Program Development
Dallas County Community College District
701 Elm Street
Dallas, Texas 75202
(214) 746-2133, 746-2159

Training Industrial Optic Workers

A large corporation in Dallas, Texas Instruments, expressed a need for over 150 industrial optic workers to be employed in their Optical Fabrication Department. Past practice for new hires indicates their optical employees were either ophthalmic opticians or non-experienced optical workers.

North Lake College was contacted and agreed to accept the challenge of training 150 workers within a one-year time frame. Texas Instruments loaned optical equipment and provided qualified instructors. North Lake provided space and educational expertise so that the program could become a reality. Students pay their own expenses with a tuition refund program for those who complete the training. Each student is being paid on a new pay scale established just for the employees who enter this training program. Students attend class eight hours per day for ten weeks in order to accumulate college credits as well as employability skill training. They will receive automatic pay increases as they progress in the program.

Contact: Dr. Grady Grizzle
North Lake College
2000 Walnut Hill Lane
Irving, Texas 75062
(214) 659-5320

Industrial Start-up

North Lake College is located in the heart of a rapidly growing industrial park. Over 100 major national regional firms have relocated to this area within the past 28 months. Through early contact with several of these firms the college has initiated short-term, concentrated training for the new employees of several of these organizations before production begins or the plant is finished. Nearly 300 employees have been trained.

Funding for these activities originates through special industrial start-up grants available through the Texas Industrial Development Commission and supplemented by company resources.

Contact: Mr. Rick Bolin
North Lake College
2000 Walnut Hill Lane
Irving, Texas 75062
(214) 659-5200

Associate Employers

North Lake College is situated in the heart of the fast-growing, progressive Las Colinas industrial district. This unique business venture is teeming with local, national & international centers for distribution and warehousing. As the wealth of businesses settled around North Lake College, the technical occupational program leaders on campus became aware of the opportunity to service this new area with viable, relevant training programs. It was not long before contacts were made and ideas were shared between campus and community. One excellent example of the results of these contacts is the relationship that exists between The Associates and North Lake College. On-site classes were set up in accounting. Sixteen Associate employers were taught by the accounting instructors (on-site) for two semesters with 10 students enrolled in an additional Coop Ed. class. An art student did her co-op training there and 4 maintenance engineers enrolled in an Air Conditioning/Refrigeration class on campus. More such joint ventures are anticipated with other businesses in this area in the near future.

Cooperative Education

Cooperative Education is in its fifth semester at North Lake College and its tremendous growth in this short time is greatly attributed to the most favorable reception of this program shown by business and industry. Beginning with 48 students, 3 coordinators, and 38 businesses in the fall of '78, Co-op Ed. has 319 students, 18 coordinators, and approximately 260 businesses participating in this program that bridges the

gap between the campus learning and the community earning. At present there are 7 academic, 5 technical and 4 business programs participating with full-time instruction linking the students with the jobs in the service area. Three to four learning objectives are compiled by the student with employer input. The instructor visits the job site at least twice during the semester to supervise the attainment of these objectives. The students work a minimum of 15 hours a week for three college credits (4 credits for 20 hours a week) for 16 weeks and attend 16 one-hour-weekly seminars which address various topics unique to each career field represented. It is an on-going, positive communication with business and industry that is working.

Non-Verbal Communication Workshops/Seminars

In the fall of 1978, the director of Cooperative Education at NLC was looking for an innovative approach to the business community to announce the new Cooperative Education program at N.L. With some expertise in communication from past classroom teaching, she began short programs on non-verbal communication to service and business clubs. What started as an entertaining, tongue-in-cheek presentation, soon turned into a viable, most-sought-after program. The business community, it was soon discovered, not only enjoyed the uniqueness of the presentation as an after-dinner program, but took this program very seriously and soon the demands for on-site workshops and seminars developed. In a little over a year, NLC has offered Body Language programs to over 130 service and business groups contacting well over 6,000 business people offering not only a communication training service, but a golden opportunity to enhance further contacts between campus and community that have been wide spread.

Contact: Shirley Farrow
North Lake College
2000 Walnut Hill Lane
Irving, Texas 75062
(214) 659-5371

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
Richland College

Industrial Start-Up Program

Richland College is currently coordinating an Industrial Start-Up Program for Texas Extrusions Company in Farmersville, Texas. Local people in this rural community are being trained as skilled workers to operate equipment

and control processes for the manufacture of aluminum alloy extrusions. These extrusions will, in turn, be used in the construction of high performance aircraft. Four courses have been set for in-plant training:

Metal Casting
Extrusion and Heat Treatment
Metal Finishing
Die Manufacturing and Die Correction

Supervisory Management Development Program

Richland College offers a program in Supervisory Management Development for local business and industry. The primary goal of this program is to offer college level supervisory training for present and prospective supervisors to help them advance on the job. This is accomplished by offering courses designed to correct (1) out-of-date professional skills, (2) inadequate leadership skills, (3) lack of knowledge of basic management principles, (4) ineffective person-to-person communication, (5) inability to apply creativity and innovation to problem solving.

Co-sponsors of this program include the Richardson Chamber of Commerce, Garland Chamber of Commerce, Women's Equity Action League, Personnel Association of Metro-Plex, Women's Center of Dallas, Small Business Administration, North Dallas Chamber of Commerce, Mexican Chamber of Commerce, and Dallas Black Chamber of Commerce.

Contact: Mr. George DeWald
Richland College
12800 Abrams Road
Dallas, Texas 75243
(214) 746-4945

Travel Industry Career Development Program

Richland, in conjunction with Eastfield and El Centro Colleges, has established a Travel Agency Career Development Program in response to a request from local travel agencies. The need for trained personnel is a result of the growth of commercial and individual travel beyond the available services of many local agencies. Also, the deregulation of airline routes has caused a sizeable increase in the airline activities resulting in the need for additional airline ticketing personnel. The airlines are recruiting travel agency personnel as ticket agents thus depleting the available pool of experienced personnel in local travel agencies.

The purpose of the program is to: (1) provide the travel industry with qualified applicants to career travel sales, (2) give present staff the latest, updated information and training which will substantially enhance their competitive edge on the job, (3) provide high quality training by veteran travel professionals.

Contact: Mrs. Jackie Claunch
Richland College
12800 Abrams Road
Dallas, Texas 75243
(214) 746-4502

DELTA COLLEGE

Language Training Programs

Saginaw Steering Gear Division of General Motors recently signed agreements to build plants in several European nations. A small number of high level personnel are to be located on site and 50-60 mid-level managers will travel back and forth between Saginaw and each of the various developing production sites. Saginaw Steering Gear has asked Delta College to develop language training programs for these travelers to enable them to communicate with the indigenous workers who are building and equipping the plants, and to facilitate travel in the host countries.

Classes in several languages have already begun and the vocabulary is being tailored to the responsibilities of individual managers from engineers and production controllers to data processors and accountants. The first of the Spanish classes has already ended and its students have been putting their newly acquired language skills to work in Cadiz, Spain - the site of the first of the Saginaw Steering Gear European operations. Different language classes for sites in other European locations are already in progress.

Contact: Ms. Brenda Beckman
Associate Dean of Instruction
Delta College
University Center, Michigan 48710
(517) 686-9298

Speaker Series

Delta College is located near the corporate headquarters of some of the largest corporations in the United States. We have a Speakers Series each year which we think is beneficial for both our students

and for the business community. Our speakers last year were Paul F. Orefice, President and Chief Executive Officer of the Dow Chemical Company, F. James McDonald, Executive Vice President of General Motors Corporation, and E. J. McNeely, Chairman and Chief Executive Officer of the Wickes Corporation.

A luncheon is held in conjunction with each presentation. Selected students, faculty, area business people, business leaders from other area colleges, and the press and media are invited. A major presentation is also given to interested students and community members in our Lecture Theatre. Time is made available for questions and answers. Most of the addresses are televised for later use in classrooms.

On-Line Computers Courses

We are frequently asked by area businesses to teach specific needs classes to their employees during their working hours. With the advent and expansion of word and data processing, General Motors Corporation has found many of their supervisors and foremen should be able to use on-line computers. We have sent faculty to industry and businesses to teach short-term classes ranging from an introduction to and use of a keyboard to a more sophisticated understanding and use of computers.

Contact: Floyd A. Feusse, Chairman of Business Division
Delta College
University Center, Michigan 48710
(517) 686-9126

Nuclear Power Plant Courses

In January 1979 Consumers Power Company requested Delta College to develop basic computer courses for 20 employees at the nuclear power plant construction site in Midland, Michigan. Faculty members from the Business and Mathematics divisions worked with Consumers Power Company technical personnel to develop the courses and they were taught on site from April to July 1979.

Following this successful effort, the Science and Mathematics divisions were requested to develop courses in Algebra and Physics for another group of employees. It is anticipated that these classes will be scheduled during the summer of 1980. A third group of 18 employees are completing a night class in Calculus I and will enroll in Calculus II this summer.

Training requirements for nuclear power plant employees are extensive and much of this training can be economically and conveniently provided by community colleges.

Contact: Mr. Donald Laughner
Mathematics Division Chairman
Delta College
University Center, Michigan 48710
(517) 686-9181

Pilot Program for Automotive Service Specialists

In 1979 General Motors Corporation selected Delta College as the site of a national pilot program to train automotive service specialists for General Motors dealers in the College District. The General Motors-Delta program was added to the College's existing programs in the automotive service area. Students in the program were recruited by General Motors and the college received financial support to assist in the development of the project.

Eighteen students entered the two-year curriculum. No attrition has been experienced to date. The primary purpose of the program is to prepare the technician to service the complex automobile of the early 1980's. Because of the initial success of Delta's program, General Motors is considering networking similar programs throughout the community college system of the United States.

Contact: Mr. Arthur Leinberger
ASEP Coordinator
Delta College
University Center, Michigan 48710
(517) 686-9291

Welding Program

In 1976, Delta College entered into an agreement with the Dow Chemical Co. in Midland, for the College to rent a portion of the company's welding school. Under terms of the agreement, the College would have use of 75% of the facility, and would pick up the training programs for individuals and area contractors previously handled by Dow Chemical.

A Welding Council, consisting of four Dow Chemical and four Delta representatives was formed, and provided guidance for the program.

In the summer of 1979, Dow Chemical made the decision to close down the facility and move what remained of their internal welding training programs inside the plant. As a result of Dow's decision in January 1980, Delta moved into a new 14,000 square foot facility in Midland. In late January, the college also entered into an agreement with Dow for the college to provide welding training for the company.

Presently, the college provides three different welding training programs; to prepare persons to enter the field of welding, related instruction in welding for apprentices participating in the Skilled Trades Program, and contract training for apprentices and journeymen from local trade unions. Each semester 150-200 persons receive instruction in a wide variety of welding processes.

Skilled Trades Related Instruction

In the fall of 1974, Delta College entered into a program with six General Motors plants and several smaller manufacturing plants in the district to provide the related instruction for apprenticeship programs. Under the agreement, the college would provide from 500 to 650 hours of classroom instruction to coincide with the 7000 to 9000 hours of on-the-job training provided by the plants.

One unique feature of the program was the establishment of a Skilled Trades Council consisting of one voting representative from each participating company. The Council provides input to the college and has a voice in such matters as curriculum development, textbook selection, operational policies, etc. The majority of the faculty who teach in the program are from industry.

Presently there are over 60 different firms and unions participating in the program and from 600 to 700 apprentices enroll for courses each semester.

Contact: Thomas W. Limberg
Delta College
University Center, MI 48710
(517) 686-9438

Foreman Training Program

The Saginaw Valley Association of Plumbers and Steamfitters is a foreman training program designed for members of the plumbing organizations. This program is offered for credit. It is operated by an advisory board of contractors and representatives from Delta College.

Meeting Needs of Small Business

Delta offers approximately twelve to twenty one-day seminars set up to meet the immediate needs of small business organizations. Participants include members of profit as well as non-profit organizations. Topics include discipline, Blue Cross insurance information, taxes, and communication techniques.

AA in Banking

The American Institute of Banking program is an Associate Degree program developed solely for the tri-county area banks (40). Delta College offers credit for bank-related functional programs. The program is operated by a board of directors involving representation from the area banks and the college.

Annual Energy Exposition

The Annual Energy Exposition is a free-week-long, business, college, and industrial exposition sponsored by Delta College. The conservation theme varies yearly with approximately 40 participants such as General Motors Corporation, The Dow Chemical Corporation, Consumers Power, The Michigan State Department of Energy, municipalities and communications action groups. The event is held at a large shopping mall bringing in over 220,000 participants for the week.

Contact: Mr. Michael S. Keyes
Assistant Professor of General Business
Delta College
University Center, MI 48710
(517) 686-9135

Business in America's Third Century

As a continuation of the series "Business in America's Third Century", which last year brought three of the nation's top business leaders to campus, Delta College is sponsoring three additional sessions this year.

Leading off the series was William J. Ochalek, manager of federal non-product legislation in the Research, Policy and Planning Group of General Motors' Government Relations Section. Ochalek spoke on "Government Relations Cost Effectiveness". Second speaker was Robert W. Lundeen, executive vice-president and member of the Board of Directors, Dow Chemical Company, Midland. Title of the address was "International Business Ventures". The series on America's business concluded March 25 with David J. Primuth, president of the Wickes Corporation, Saginaw, and a member of the Executive Committee of the Wickes Board of Directors. Primuth spoke on "Sharks In The Swimming Pool: An Inflation Fable".

Format for the series follows closely last year's program which brought to Delta's campus Paul F. Orefice, president of the Dow Chemical Company, F. James McDonald, executive vice president, General Motors, and E. L. McNeely, chairman of the Board, Wickes Corporation.

The three internationals, Dow Chemical, General Motors, and Wickes were selected again because of the success of last year's series. Delta works very closely with the business-industrial community and is a logical forum for these companies.

Contact: Dr. Everett Luce
Delta College
University Center, MI 48710
(517) 686-9225

FOOTHILL-DE ANZA COMMUNITY COLLEGE DISTRICT

New View Program at NASA/AMES Research Center

The NEW VIEW Program was specifically developed to answer a need in the Santa Clara Valley. The need was voiced by re-entry adults or adults-in-transition. For the woman who is re-entering college after being out of an educational institution for five to twenty years or the individual who is changing a career, NEW VIEW provides the professional level work experience and counseling support that will enable the graduate to find a professional position in industry. The work experience they receive at the NASA/Ames Research Center is structured to circumvent the three to four years it would take to reach the professional level appropriate to individuals with this kind of background.

Each of the interns must maintain a grade point average of 3.0 and take two courses each quarter in their major. Most of them have earned prior degrees, undergraduate degrees and often post-graduate degrees. They range in age from 28 years to 55 years old and their degrees range from microbiology to homemaking. Because of the labor demands in the Santa Clara Valley, sometimes called Silicon Valley, most of the NEW VIEW interns are choosing careers in data processing and get scientific programming experience on a very sophisticated level at NASA/Ames. The graduates who go into this field secure positions in local industries at starting salaries of \$16,000+, after their one-year internship at NASA/Ames.

In addition to the work experience, the NEW VIEW Program provides seminars for the re-entry adult in assertiveness training, self-assessment, resume writing and interviewing skills. There is also a counselor from De Anza College who comes out to the NASA/Ames Research Center every week to be available for interns to talk with about their classes, their family reactions to their new career or other personal needs. The interns are also supported by the Program Administrator who visits them on their worksite and assists them with any problem they may be having with their job advisors.

This program was originally supported financially by the Carnegie Foundation, NASA/Ames Research Center and the Foothill-De Anza Community College District. Presently the Center provides the finances to support the student stipends and staff wages and the District provides the administrative services. The NEW VIEW interns earn \$3.50/hour for 20 hours a week during the school year and 40 hours during the summer. The support that the Program has received from all facilities has created a very successful program that is now being replicated all over the nation.

Scientific Technicians, Work Engagement Program at NASA/Ames Research Center

The Scientific Technician's Work Engagement Program is specifically for those students who are majoring in areas such as chemistry, engineering, mathematics, data processing, aeronautics, psychology and other sciences. These interns have not received their undergraduate degrees and have intentions of continuing with their college education at a four-year university.

The one-year internship is an educational experience at the NASA/Ames Research Center that enhances the course work they take at Foothill or De Anza Community Colleges. They work with scientists, engineers and research personnel on projects that are very sophisticated. During the school year they work 20 hours a week at \$3.50/hr. and are employees of the Foothill-De Anza Community College District. They work a full 40 hours a week during the summer. In order to maintain their eligibility in the Program, they must take two courses in their major each quarter and maintain a 2.5 grade point average. Their development at their work station is monitored regularly by a Program Coordinator who takes care of their paperwork and assists them to create a positive working environment. They must attend four hours of seminars each quarter in order to earn their cooperative education course credit as well. These seminars expose them to other projects and areas at the NASA/Ames Research Center. They range from laser application demonstrations to tours of the ILLIAC (the free world's largest computer).

We have found that the experience our interns receive at NASA/Ames increases their chances of acceptance at the university of their choice. It is not unusual for one of our interns to be hired by a company that is willing to hire them and pick up the tuition costs of their education. They are more equipped to study and learn at college and develop their expertise than their peers without any professional experience.

The cost of this Program is provided by the NASA/Ames Research Center with administrative support from the Foothill-De Anza Community College District. It is administered by a Program Administrator and a Program

Coordinator with clerical support. The Program works very closely with the Cooperative Education Department and with the instructional staff at both colleges. It is the positive working relationship that is the foundation of this very successful program that is beginning its tenth year this July.

Industrial Technicians Program at NASA/Ames Research Center

The Industrial Technicians Program at the NASA/Ames Research Center is an educational program designed to provide instruction and work experience in the various crafts. There are five programs: Machine Shop, Electrical Technician, Electro-Mechanical, Metals Fabrication, and Model Shop.

The young people often enroll in either Foothill or De Anza Community College because of this opportunity to participate in the Program at NASA/Ames. The different programs take from two to three years to complete entirely. Because of the high demand in the local industries for experienced crafts-people, many of our interns leave after only two years to begin jobs with starting salaries of \$6.00-\$8.00 an hour.

These interns learn all aspects of their trade because NASA/Ames is not a "production" oriented facility. Every job that a student completes is different from any previous job because all the work is prototype research experiments. As a result of the high quality standards of NASA and the integrity of the certificated instructors in the shops, local industries are anxious to hire the Program's graduates. The interns work 20 hours a week for \$3.50 an hour and 40 hours during the summer. They receive a raise at the completion of each phase every year.

All of the interns must pass a math placement test and maintain a grade point average of 2.0 to remain eligible in this Program. They are required to take two classes each quarter that are related to their career choice. These students are continually provided with support from a Program Coordinator who, with the assistance of a counselor from De Anza College, works with the students to provide guidance, tutoring and counseling.

Although the Program is totally financed by the NASA/Ames Research Center and the Foothill-De Anza Community College District, it also will provide the experience to students from other local community colleges outside the District. The relationship between the NASA/Ames personnel, the District staff and the various communities in the Santa Clara Valley is very strong and supportive.

Contact: Sandra S. Urabe
Program Administrator
Foothill-DeAnza/NASA-Ames Work Engagement Program
NASA/Ames Mail Stop 219-7
Moffett Field, CA 94035
(415) 965-5560

JOHNSON COUNTY COMMUNITY COLLEGE

Three Examples of Programs

Seminars offered in conjunction with the Small Business Administration:

Together with the Small Business Administration, a series of seminars for the small business owners or prospective owners is conducted at JCCC. These programs have been well attended and quite successful. This year JCCC received two awards from the Small Business Administration for outstanding performance in developing and demonstrating unusual innovation in accomplishing business, management training for small businesses.

Non-Credit Courses: Local businesses are encouraged through brochures, speaker promotions, etc., to contact JCCC regarding management/supervisory training. Programs in this area are conducted at the company's work site by discussion leaders provided by JCCC. Courses in the business skill area, seminars on speedreading, blueprint reading, etc., have been conducted at various companies expressing such needs. Such companies include King Radio, Montgomery Ward, Hoover Universal, etc.

Credit Courses: With several private and public organizations, JCCC has an ongoing relationship offering college credit courses to company personnel. Some of these courses are quite specific to the needs of the organization. (Example: Fire Science courses for firefighters.) Others are general in nature and can be applied to many work environments. (Example: Principles of Supervision and Business Communications for hospital personnel.) Presently we are exploring the possibility of offering credit classes at Breech Training Academy for TWA employees.

Contact: Mary Beth Izard
Johnson County Community College
College Boulevard at Quivira Road
Overland Park, KS 66210
(913) 677-8590

KERN COMMUNITY COLLEGE DISTRICT

Bakersfield College

Coop with Local Oil Drilling Contractors

The local association of independent drilling contractors and the Department of Industrial Education at Bakersfield College have an on-going program to train floormen (entry-level oil field job) over a training period of three weeks each. This is a pre-service program with employment guaranteed by the local drilling contractors who also provide instructors.

Clinics for Pilots

The Federal Aeronautics Association, F.A.A. and the Industrial Education Department at Bakersfield College have developed a program of refresher clinics for pilots to meet F.A.A. requirements.

In-Service Auto Mechanics Courses

In-service auto mechanics short courses which range from one-day to two weeks in length have been developed cooperatively between the college and such major automobile service companies as Whirlpool, Champion and Bosch-fuel Injection. Local garages have joined with the college in supporting this in-service effort.

Water Industry Technicians

The State of California's Department of Water Resources in conjunction with the Industrial Education Department at Bakersfield College has an on-going program to train technicians related to the water industry in California.

Technical Training Courses

A variety of in-service training courses for technicians at local oil companies has been developed by the industry and Bakersfield College. Examples of the highly technical courses which are taught by employees of the oil industry are "Well-Cementing" and "Electric Logging".

Refining Technology Degree Program

A two-year Associate of Arts degree program in refining technology has been jointly developed by the oil refinery industry and Bakersfield College and is currently enrolling its first students.

Pre-apprentice Women in Construction Program

Women in Construction, a national organization, is developing a program with the Industrial Education Department at Bakersfield College in which women will be referred to the college for a variety of programs labeled as "pre-apprentice" in the construction industry.

Auto Mechanics Degree Program

The National Automobile Business Dealers Association and the Department of Industrial Education at Bakersfield College recently completed an auto mechanics program which resulted in the completion of an Associate of Arts degree for employees at local auto dealers who are auto mechanics eight hours a day and who attend college during the evening. Credit for work-experience played an important part in this degree program.

Welder Trainee Program

Chevron, U.S.A. and the Industrial Education Department at Bakersfield College have an on-going program whereby welder trainees at Chevron are on the job three days a week and attend college two days a week (8 hours a day). All college work is in the field of welding.

Contact: Mr. Ed Hageman
Chair, Industrial Education
Bakersfield College
1801 Panorama Drive
Bakersfield, CA 93305
(805) 395-4571

C.E.T.A. Programs

A wide range of training programs have been developed and successfully completed for C.E.T.A. with close cooperation of private industry and Bakersfield College. Examples of training programs are: Clerical, Nursing, Welding, Diesel Mechanics, Cook and Baker, Waitress Training, Upholstery Technicians, Automotive Mechanics, Body and Fender Repair, and Basic Skills Training.

Contact: Mr. Paul Howard, Occupational Dean
Downtown Center -- Bakersfield College
2100 Chester Avenue
Bakersfield, CA 93301
(805) 395-4361

LANE COMMUNITY COLLEGE

American Management Association Extension Programs

Lane Community College participates with several other colleges and universities in making the entire curriculum of the American Management Association Extension Institute available to business and industry for this area. Besides the direct benefit of these courses, Continuing Education units, in most cases, can be obtained.

Real Estate Program

A Real Estate Program involving several hundred realtors per quarter is offered for the real estate profession in the local area. This also provides one credit to the individual taking the course which is applied to maintaining a realtor's license.

Contact: John Kreitz
Lane Community College
4000 East 30th Avenue
Eugene, OR 97405
(503) 747-4501

Apprenticeable Trades

In the Apprenticeable Trades, refresher courses are offered in electrical work, forestry, diesel, first aid, and cosmetology. These are developed in cooperation with the various trade unions and the State Apprenticeship Commission.

Contact: Carl Horstrup
Lane Community College
4000 East 30th Avenue
Eugene, OR 97405
(503) 484-2126

Cooperative Work Experience

Lane Community College has one of the largest Cooperative Work Experience Programs among community colleges. Students are in most every occupation or career field within our district. The college maintains a staff of coordinators that work with the employers.

Contact: Bob Way
Lane Community College
4000 East 30th Avenue
Eugene, OR 97405
(503) 747-4501

Small Business Management Program

The Small Business Management program brings the benefits of instruction in business management to small business operators and their families. The program is offered through the Special Training Department at Lane Community College.

The main purpose of the program is to assist business operators in achieving their business and family goals through the improved management, organization and operation of their business.

Contact: Bill Dotson
Lane Community College
4000 East 30th Avenue
Eugene, OR 97405
(503) 484-2126

Refresher Courses - Health Occupations

Refresher courses in Health Occupations areas that meet requirements for nurses, dental workers, and other health occupations to maintain their certificate status are offered in cooperation with the State Board of Nursing, the State Dental Commission, and local hospitals and clinics.

Contact: Dr. Douglas White
Lane Community College
4000 East 30th Avenue
Eugene, OR 97405
(503) 747-4501

LOS ANGELES COMMUNITY COLLEGE DISTRICT

Los Angeles Metropolitan College

International Training Programs

Los Angeles Metropolitan College and Vinnell Corporation, General Contractors, Alhambra, California, are working together in a cooperative effort to develop a proposal for the Jubail Training Center for the Royal Commission for Jubail and Yanbu of the Kingdom of Saudi Arabia.

While the Vinnell Corporation is ultimately responsible for implementing curricula, hiring personnel and generally administering the program, Los Angeles Metropolitan College specified the educational program for twenty-four vocational/technical courses to be delivered to Saudi Nationals who have neither the technical experience or background to respond to the industrial growth of their nation.

Los Angeles Metropolitan College also is working with Vinnell to develop an office for educational assistance and counseling for graduates of the training program continuing their education in the United States. The college is also designing a teacher training program for staff of the training center.

Contact: Dr. Neil Adams, Instruction
Charles Wright, Development
Los Angeles Metropolitan College
520 S. LaFayette Park Place # 100
Los Angeles, CA 90057
(213) 382-2328

Middle College Program

Los Angeles Metropolitan College, in a cooperative effort, under contract with the United States Eighth Army, has developed a "middle college" educational program for U.S. Army personnel in Korea.

The program Los Angeles Metropolitan College operates for the Army is integrated for grades one through fourteen and consists of:

- 1) A modularized, self-paced, individualized, open entry/open exit Basic Skills Education Program (BSEP) delivered in a standard classroom environment. The programs are prescriptive and diagnostic, with built-in pre- and post-tests. Components are:
 - a) BSEP I: Grade Levels K through 6,
 - b) BSEP II: Grade Levels 7 through 12,
 - c) Remote site individualized instruction, which is BSEP II with controlled pre-, post- and modular completion tests,
 - d) Developmental Communications Program with Instructional Television and programmed instructor support for students having high school diplomas and requiring basic skills assistance.
- 2) Community College Program in career/technical and academic areas leading to an Associate in Arts degree.

Contact: Barbara Benjamin, Instruction
Charles Wright, Development
Los Angeles Metropolitan College
520 S. LaFayette Park Place # 100
Los Angeles, CA 90057
(213) 382-2328

LOS ANGELES COMMUNITY COLLEGE DISTRICT

Los Angeles Pierce College

Cooperative Efforts

The Pierce College Associates is a cooperative effort between the college and local high level leaders of the business community. The Associates meet with the president, the dean of instruction, and the assistant dean of instruction (Vocational Education) to discuss the place of business and industry in the college environment. The Associates are not to be confused with the normal advisory committee for an occupational program. Membership in the Associates is made up of the top level of business and industrial leaders. Included in the membership are bank presidents, managers, and owners of businesses, presidents of Chamber of Commerces, etc.

Formal meetings are held each semester, and there is an annual awards luncheon where community leaders are honored. The college has received donations from individual associates representing their companies. Much goodwill and understanding has come from this cooperative effort between the college and the business community.

Contact: Don Love, Assistant Dean of Instruction
Los Angeles Pierce College
6201 Winnetka Avenue
Woodland Hills, CA 91371
(213) 347-0551, ext. 221

Foundation for Pierce College

The Foundation for Pierce College is a privately chartered organization which exists for the purpose of supplementing the financial needs of the college. It has its own Board of Directors and is not a part of the college, although college officials are on the Board. Their participation is separate from their assigned duties at the college.

The Foundation has raised money for various projects at the college, and keeps a fund for emergency needs that cannot be processed through normal channels in the time line that is necessary. Each year they have a major goal to aid the college.

The Foundation also serves as a vehicle to funnel various gifts of equipment to the college that supplement college needs. The membership of the Foundation is made up of local business personnel. At this writing, the president of the Foundation is the immediate past president of the local Chamber of Commerce and the owner of her own printing business.

Contact: Dr. Herbert Ravetch, President
Los Angeles Pierce College
6201 Winnetka Avenue
Woodland Hills, CA 91371
(213) 347-0551, ext. 201

On Location Courses

The instructional office of the college cooperates with local businesses by offering various classes in classrooms on the premises of the business. While these classes are open to all students, the majority of students are drawn from the business itself. A full-time administrator works with the business community to offer classes that will best serve the needs of the employees of the various employers. These classes change from semester to semester and from one location to another. One aspect of the cooperation is that no charge is made for the classrooms and instructors are hired from the local businesses if qualified. Regular college personnel also teach these classes. A partial list of locations where classes were taught during the fall, 1979, semester follows:

Blue Cross - 3 classes	Lexington Corporation - 1 class
Canoga Park Hospital - 1 class	Litton Systems - 3 classes
Cedars-Sinai Medical Center - 10 classes	Northridge Hospital - 1 class
Dataproducts - 5 classes	Rocketdyne - 3 classes
Dept. of Public Social Service - 2 classes	St. Joseph Hospital - 4 classes
Encino Hospital - 1 class	Vector General - 1 class
Energy Systems Group - 3 classes	West Hills Hospital - 2 classes
Granada Hills Hospital - 3 classes	West Park Hospital - 1 class
Hughes Missile System - 1 class	Veterans Hospital - 1 class
James B. Lansing Sound - 6 classes	

Contact: Dr. Norman C. Chapman
Dean of Instruction
Los Angeles Pierce College
6201 Winnetka Avenue
Woodland Hills, CA 91371 (213) 347-0551, ext. 225

LOS ANGELES COMMUNITY COLLEGE DISTRICT

Los Angeles Southwest College

Computers Programmers Trainee Program

In cooperation with the city of Los Angeles and the Los Angeles Community College District a grant to train 40 students as Computer Programmers was started under the Comprehensive Employment Training Act (CETA).

Training will last for one year. The students receive college credits, stipends, books and supplies, transportation, child care and medical assistance.

Students were recruited from the South Central Los Angeles area. The class consists of ex-offenders, handicapped and an equal proportion of males and females. Their ages range from 18-55.

The program is staffed by a director, job developer/counselor, two instructors, and intermediate clerk typist. Support services are provided by the college.

The job developer is in contact with business and labor groups in the community and is working to find jobs for qualified students. A number of them have already been placed. The program attrition rate is low partly due to good job opportunities.

Contact: Mr. Edward Hector
Los Angeles Southwest College
1600 West Imperial Highway
Los Angeles, CA 90047
(213) 777-2225, ext. 413

Real Estate Coop.

The Real Estate Department has a close relationship with several community organizations. Foremost is the Los Angeles Southwest College Real Estate Alumni Association, Inc. which is involved in recruiting students into the program, motivating them to pursue careers in real estate and keep in close contact with the school upon graduation.

The Association encompasses former successful graduates who promote the profession and, as community members, maintain close contact with the college. The Association sponsors a number of activities including conferences and workshops, and seminars. The members also solicit funds from brokers and real estate agencies to support the college. These funds are used to provide guest speakers, tutors, supplies, equipment, and scholarships.

Contact: Dr. Charles Mayfield
Los Angeles Southwest College
1600 W. Imperial Highway
Los Angeles, CA 90047
(213) 777-2225, ext. 324

MESA (Enrichment program for high school mathematics, engineering, and science students)

MESA, a successful enrichment program for high school mathematics, engineering and science students, was established for the first time on a community college campus. The LASC center is the first attempt by MESA to place a project at a community college since its inception in 1968.

Since its inception, approximately 50 students from Washington, Morning-side and Locke High Schools have been in the MESA project; which was established at LASC, in cooperation with the Los Angeles Council of Black Professional Engineers (LACBPE).

MESA is designed to increase the numbers of underrepresented minorities in the mathematics, engineering and physical science-related professions. As an enrichment program, the students are enrolled in math and science classes at their high schools and must maintain good grades in these classes.

The current sponsor, Pacific Telephone, has donated science kits to each student. A sound knowledge of physics, chemistry and trigonometry is required to assemble these kits. Awards are provided upon completion of the projects.

In addition, MESA provides tutors, field trips, awards for good grades, summer employment and other enrichment aids such as good exposure to the professional worlds to which these students may some day arrive.

The college provides MESA office space, and its modern laboratories and classes serve as a model to expose the high school students to the world of university level science classes.

LASC offers one big advantage not available to the other MESA projects. The high school students can enroll in LASC classes to round out their curriculum.

Contact: Mrs. Velma Allen
Los Angeles Southwest College
1600 West Imperial Highway
Los Angeles, CA 90047
(213) 777-2225, ext. 342

LOS ANGELES COMMUNITY COLLEGE DISTRICT

Los Angeles Valley College

Machine Operators Courses

ITT Gilfillan and Valley College have cooperated with machine operator courses in order to meet the industry need for qualified workers. ITT Gilfillan gave classroom space for the basic training courses. Valley College scheduled and staffed the classes at the industry site during an hour that was convenient for Gilfillan's unskilled workers to participate in the program.

ITT Gilfillan publicized the classes with bulletins to their employees and also distributed bulletins and memos to other industries in their immediate area. They secured the area surrounding the classroom so that non-Gilfillan employees could participate without security clearance.

The class proved highly successful. Approximately 60% of the students continued their education with the sequential class taught on campus the following semester. At the present time, we are beginning the third semester of this program and anticipate continued enrollments in these off-campus and on-campus classes.

Marketing and Fashion Merchandising Programs

Through linkages with large department stores in the San Fernando Valley, Los Angeles Valley College has increased its programs in Marketing and Fashion Merchandising. The stores have given the college use of their training rooms for classes and permission to use the store as a laboratory during the class if needed.

They have recommended qualified instructors to the college who bring special expertise to the classes they teach. This linkage with the community has greatly enhanced these two occupational programs.

Supervisory Training

Lockheed Corporation approached Valley College with a concern about supervisory training for their first line supervisors. Their need required large numbers of personnel to be trained quickly. They were willing to release employees from their responsibilities for the basic training. Because of the concentrated schedule and numbers of students, an agreement was reached whereby Valley College worked closely with the Lockheed training division to develop the curriculum for this 2-week, 90-hour class.

An understanding with Lockheed insured that students in their program who passed all tests and received a satisfactory grade would be permitted to apply for "credit by examination" at Valley College, if and when they enrolled in other courses at the college. Lockheed is encouraging these people to obtain a supervision certificate from the college and envisions a well-trained group of first line supervisors in the future.

Valley College is meeting the challenge of occupational education in the areas of need in its community and enjoying a revitalization of its certificate program in Supervision. The linkage with Lockheed Corporation is also beginning to lead into other areas of need.

Contact: Dr. Betsy Hornung
Los Angeles Valley College
5800 Fulton Avenue
Van Nuys, CA 91401
(213) 781-1200, ext. 315

MARICOPA COMMUNITY COLLEGES

Maricopa County Skill Center

Electronic Fabricator Course

Electronic industry representatives requested that we begin a program in Electronic Fabrication training because there was a shortage of individuals trained in that area.

The Arizona Department of Economic Security stated that there were no jobs in the electronic industry and advised against the training course. However, the industry met with the Prime Sponsors and convinced them that jobs were available.

Cable Television Installer/Technician

Cable TV industry representatives contacted the Skill Center and requested that we start a class in Cable TV because of their need for trained personnel.

The Skill Center contacted the office of the Governor of Arizona to determine if funds from his 1% linkage budget could be obtained for training in CATV.

A grant was awarded by the Governor's office, whereby funds for training were provided by the 1% linkage budget; trainees and stipends were provided by referral agencies and equipment was donated by CATV industry.

Contact: Bob Williams
Maricopa County Skill Center
4118 East Wood
Phoenix, AZ 85040
(602) 243-4141

MARICOPA COMMUNITY COLLEGES

Maricopa Technical Community College

A Collage of Automotive/Welding - Business Linkages

1. Visiting Staff, Advisory Committees, membership in Professional Organizations and Societies all provide linkages and opportunities for interaction between the college and the automotive and welding interests of the community.

2. Apprenticeship Programs are significant linking mechanisms for a collaborative effort at recruiting, training, and placing students. Although specific details such as amount of tuition/book reimbursement, released hours, etc. differ, the Mechanical Technical Center serves students from the following apprenticeships: Salt River Project, Automotive Service Council Inc., National Automobile Dealers Assn., Arizona Teamsters, Arizona Apprenticeship Program, City of Phoenix, Carpenters Union, and Arizona Public Service.
3. Community Communication through a visitation program and utilization of categorized mailing lists generate definite benefits for the college: recruitment, curriculum development input, equipment and/or cash donations, scholarships, and direct faculty exposure to concerns of the industry. Benefits to the industry include awareness of training possibilities for upgrading and expanding employees' job skills and knowledge, an assessment of the types and quality of educational programs, a resource for securing trained employees, and a source of articles and announcements for in-house publications.
4. Certification Preparation is offered during the evening and on weekends to serve both traditional and non-traditional students. The welding and automotive (all NAISE areas) industries are linked with the college in this effort.

Contact: Dr. James Moss, Center Director
Mechanical Technical Center
Maricopa Technical Community College
106 E. Washington Street
Phoenix, AZ 85004
(602) 258-7251

Purveyance of Educational Services for CETA Middlemen

Since the spring of 1978, Maricopa Technical Community College has entered into contractual agreements with a large health service industry and with two governmental agencies for the delivery of educationally related services. MTCC has and is delivering educational services, paid by CETA funds channeled through CETA contractors. MTCC is acting as a purveyor of educational services. The CETA contractors are the middlemen, responsible for obtaining CETA funding, contract management, recruitment of employees, and the remaining plethora of details associated with CETA contracts. MTCC benefits through increased funding (either lump sum or tuition/state reimbursement), better utilization of facilities/equipment, servicing a clientele otherwise difficult to reach, and potential future enrollments from those served and their relatives and friends. The middlemen benefit from potential or continuing employees with a level of skills commensurate for entry level and/or job advancements.

1. Samaritan Health Services/MTCC program for Licensed Practical Nursing (LPN)

The goal of this one year program between March of 1978 and March of 1979 was an upgrading of qualified personnel of Samaritan Health Services who would not be able to enter a regularly scheduled education program because of family responsibilities or lack of finances. The program was scheduled over a year to facilitate learning and to minimize attrition. Classroom instruction was held at MTCC while clinical instruction was located at SHS facilities. Thirty-two hours of individualized tutoring culminated the project.

Of 100 applicants, 17 were selected by SHS. Six did not finish the program; 3 for academic reasons; 2 for health reasons, and for financial reasons. ALL ELEVEN GRADUATES PASSED the State Board examinations for LPN with high mean scores.

2. City of Phoenix/MTCC

Contractual relationships between the City of Phoenix and MTCC began during the summer of 1979. A concentrated clerical/office education program for 30 City of Phoenix CETA employees was held over the summer, 4 hours a day, 5 days a week. During the 1979 fall semester, 75 CETA employees were enrolled as regular students for 4 hour blocks 5 days a week in clerical/office and automotive courses. During the 1980 spring semester, the city more appropriately screened 75 CETA employees for placement into regular course blocks, 2 hours for 5 days a week, or into developmental courses.

3. Maricopa County/MTCC

Maricopa County's effort as a middleman began during the fall of 1979, with individual program support of 5 CETA employees in specific subject areas. During the spring of 1980, 8 hour blocks, 2 days a week were scheduled to meet the training needs of 25 CETA employees.

Labor Market Orientation - Summer Youth Employment Program

Maricopa Technical Community College will provide Labor Market Orientation for the City of Phoenix Summer Youth Employment Program. This will involve a week long 20-hour non-credit class for approximately 3500 youths between the ages of 14 and 21. The City asked Maricopa Tech to handle this program to assure uniform Labor Market Orientation for all the participants in several work experience programs following that which we provided for 80 youths employed through Call-A-Teen last summer.

The instructional program will be augmented by a promotional plan funded by the District under the Educational Development Program - Seeking New Clientele.

The instructional program will cover six main units:

Assessment - Several formal and informal assessment instruments will be used to help the student assess his/her values, interests and skills. (COPS, etc.); Job Satisfaction - Elements of job satisfaction will be examined with relation to student's orientation toward data, people, or things; Expanding Career Awareness - Occupation clusters will be examined to discover student's potential goals and the availability of such jobs; Occupation Demands - Students will explore the education and experience requirements of occupation clusters; Job Seeking Skills - Application, resume and interview techniques will be taught. How to look for jobs will be reviewed; Job Orientation - What is expected of the new employee? How does he/she "sell himself" to the supervisor in order to be continued in employment? (Called Job Survival Skills at Glendale Union High School District.)

Investigation of occupational clusters will be through World of Work filmstrips, Occupational Handbook and the Guidance Information System (GIS). This has been recently updated by the Arizona Department of Economic Security to give accurate Arizona job market information. Students will utilize the terminals in the computer lab to make their GIS career search.

The program is designed to help students see the relation between education and realistic occupational goals. It will bring hundreds of CETA eligible youths to their first contact with a community college. Therefore, specific promotion of Maricopa Tech and occupational training through the Maricopa Community Colleges has been planned to include a letter to the youth's family from the President of the college recognizing the youth's completion of the program with a follow-up mailing of the school's general catalog and that section which applies to his/her career choice or a brochure for the specific unique programs given at any of the seven Maricopa Colleges. In addition, a special college newspaper will be published for the group and identifying materials such as Maricopa Tech folders, name tags and pencils will be provided students.

We expect short-term results from our close work with the seven community agencies involved as work experience trainers as well as possible enrollment in GED or regular courses by the small percentage of older students. We expect long range results for MTCC and all of our sister colleges through community college exposure to the 3500 students and their families.

Contact: Lucille Schooland, Director Continuing Education
Maricopa Technical Community College
106 E. Washington
Phoenix, AZ 85004
(602) 258-7251

Solar Technician Education Program

The Solar Technician Education Program has had a great deal of cooperation from the Arizona Solar Energy Commission, solar related businesses, and individuals and companies in the solar industry throughout the United States. All have contributed, in some way, in aiding our development of the solar technician program. The organizations involved have informed us of the needs of the industry as it relates to installers and service people (technicians), and we have structured our program to meet these needs and to better serve the public. Our educational program, in cooperation with the appropriate organizations, will, I believe, lead to better and more qualified personnel, and ultimately to the certification of all solar equipment installers and technicians.

Contact: Keith E. Carrico
Maricopa Technical Community College
Industry Education Center
108 N. 40th Street
Phoenix, AZ 85034
(602) 275-8500

MARICOPA COMMUNITY COLLEGES

Phoenix College

Workshop Proposal: Description of MA 189 Course

The general purpose of this project is the development and implementation of a model strategy focusing upon academically disadvantaged students, especially women, who lack the prerequisite mathematical skills necessary for successful performance in a variety of career/vocational educational programs traditionally closed to such students at the post-secondary level. The one-credit hour course is designed to encourage and enable students to take quantitative oriented college courses and to enter careers which require quantitative skills.

The course is co-instructed by a counselor and mathematician covering topics such as: study skills and math, how to do word problems, development of problem-solving skills, cognitive restructuring and relaxation training.

This proposal:

- 1) is an example of a program that trains special needs groups for business and industry. Mathematics is the "critical filter" in particular for women and minorities who are considering employment in business and industry.
- 2) is an example of a program which integrates members of business and industry into the college and community. Members of the community participate in panel presentations describing the mathematics training necessary for employment in business careers. Students are also given names of contact people in the community. These contacts are used to establish a "shadowing program" in which students may spend a day with someone who can provide them with career information.

Contact: Mary Gendron
Phoenix College
1202 W. Thomas Road
Phoenix, AZ 85013
(602) 264-2492, ext. 601

Bio-Medical Clinical Technician Program

Increasing interest, both public and medical, in non-invasive means of diagnosing bodily malfunctions, lends renewed interest to the relatively new para-medical profession of Bio-Medical Technician.

The two-year program includes 800 hours of clinical training in one of several areas. Cardio-Diagnostics includes a mastery of standard EKG techniques, stress testing of many varieties and echocardiology. Electroencephalographic study involves clinically diagnostic EEG, surgical EEG and the rapidly developing area, evoked potentials. A new area, Bio-Clinical Monitoring, emphasizes monitor preparation calibration and evaluation, primarily in intensive care units.

Fourteen local hospitals actively participate in the student's clinical experience and provide a major part of the job market available for program graduates.

Contact: Minyon L. Bond
Coordinator, Bio-Medical Clinical Technician Program
Phoenix College
1202 W. Thomas Road
Phoenix, AZ 85013
(602) 264-2492, ext. 337

Correctional Personnel Program

The Arizona Department of Corrections and Phoenix College have entered into an agreement for the purpose of training Correctional personnel. A 200-hour training program was developed by the Administration of Justice Department at Phoenix College. The curriculum includes several modules of study such as self-defense tactics, basic life support, human relations and communications, report writing, supervision techniques, and practical applications of search and seizure restraint devices, chemical agents and hostage management.

Phoenix College awards 12 semester hours of credit for successful completion of the program, and the Department of Corrections pays tuition. Classes are given eight times per year.

The curriculum exceeds the American Correctional Association standards and will benefit the Department of Corrections in meeting accreditation standards in its effort to achieve departmental-wide accreditation. The program is also thought to greatly decrease the turnover rate of correctional personnel by better preparing officers to complete occupational duties.

Contact: Thomas Thackery
Phoenix College
1202 West Thomas Road
Phoenix, AZ 85013
(602) 264-2492, ext. 540

Career Guidance Linkage Model

Phoenix College is developing a model involving career guidance sessions for occupational students. People from the work world will serve as "career consultants" to assist students on a one-to-one (or a very small group) basis in areas related to their individual career development. During this school year approximately 60 students from the major occupational education areas at Phoenix College (Business, Technology, Allied Health, Administration of Justice and Home Economics) will be chosen based upon their stated needs for assistance. In addition, since the "work world" person is not expected to be a "counselor" or "teacher" the student should possess (prior to the consultation sessions) certain basic knowledges of the career field and general self-awareness concerning his/her interests, abilities, life styles desired and individual work preferences. With this background the "career consultant" can provide to the students some information, alternatives, suggestions, and understandings that can be useful to the student in the career decision-making process.

Contact: Cliff W. Schweitzer
Phoenix College
1202 W. Thomas Road
Phoenix, AZ 85013
(602) 264-2492

Alternative Cooperative Education

Based upon an ASU grant, Phoenix College and Scottsdale Community College have formed a consortium of alternative cooperative education in the college of engineering.

Junior College engineering students attend junior college classes for two semesters, then work in the summer, which employment is credited at ASU. This formula is repeated in the second year of junior community college.

From third through fifth year the ASU transfer students work alternative semesters and summers obtaining cooperative education credit towards an engineering degree.

This Alternative Cooperative Education program is an innovation for the University's College of Engineering in acknowledging the merit of cooperative education credits, and in encouraging junior college students to become involved during their first two junior college years.

Contact: Ralph Norton and/or Dale Cole
Phoenix College
1202 W. Thomas Road
Phoenix, AZ 85013
(602) 264-2492, ext. 305

MARICOPA COMMUNITY COLLEGES

Rio Salado Community College

Consortium for Lifelong Learning in Arizona Through Instructional Media (C.L.A.I.M.)

The Consortium for Lifelong Learning in Arizona through Instructional Media (C.L.A.I.M.) is a broadly based collaborative structure linking public agencies/institutions and private non-profit entities (e.g. hospitals, health services, electric cooperatives) in an effort to utilize instructional media as part of our comprehensive curriculum and instructional design in professional continuing education, training and development and adult education programs. Membership is divided into four interest groups: 1) Educational Services (e.g. universities, community colleges, PBS stations); (2) Health Services; (3) Human Services (public, municipal, safety, social); and (4) Professional Development Services (cooperatives and associations).

C.L.A.I.M. has replaced traditional competitiveness and/or isolation (often based upon differing disciplines and purposes) with sharing of expertise, equipment, curriculum, and programs; cooperative leasing

and purchasing of equipment, programs, and supplies; minimizing copyright restrictions and maximizing cost-sharing; and cooperative production of new and original materials. Unnecessary duplication and/or omission of services and the reinvention of the wheel have been replaced by cost-benefit effectiveness and improved morale.

In-Plant Mediated Courses

Because Rio Salado Community College has been charged with expanding in-plant learning opportunities for employees of private and public enterprises and because we believe such training should lead to job enrichment and up-grading skills, Alternative Education Services at Rio Salado is in the process of developing courses which will be available in self-paced mediated formats and which will meet the on-site requirements of local industry. This project, made possible through funding from the Office of the Vice Chancellor of Educational Development, is the first step in developing a comprehensive series of courses which will be available at the convenience of individual students. Each course will be a comprehensive, instructionally sound, carefully designed, and professionally produced course package.

Topics which are currently under development stemmed from the results of a survey conducted in several of the large industry plants located in the Phoenix Metropolitan area. These topics include Basic Management Skills, Supervisory Skills, Assertiveness Training, Problem-Solving Skills and Records Management.

Contact: Jan Baltzer
Rio Salado Community College
102 N. 40th Street
Phoenix, AZ 85034
(602) 275-7881

Occupational Education Update Program

Occupational Education Update is a project designed to utilize public service air time donated by KTVK-TV, the Phoenix ABC affiliate, in the development of occupational education non-credit series to meet specific informational needs. During the seven weeks between semesters and during the seventeen weeks in the summer, one half-hour per day Monday through Friday will be utilized to meet learning needs of those employed in occupational areas. Each series will be at least one week duration and provide opportunity for students to enroll. An Occupational Education Update TV Guide will be produced and distributed widely. For those

who wish to enroll, an at-cost fee will be charged for student print materials which supplement the video episodes, daily papers to verify the student watched the program, a possible overview exam, the issuance of a completion certificate and overhead costs.

Topics which are currently being considered for inclusion in Occupational Education Update are: Basic Electronics, Stress Management, Time Management, Decision Making, Medical Terminology, Counseling the Elderly and their Families, Interviewing Techniques, Drafting, Welding, Automotive Mechanics and Secretarial Skills.

This project is funded by the Arizona State Department of Education through the Adult Vocational Education Office.

Contact: Dr. Martha Martin
Rio Salado Community College
102 N. 40th Street
Phoenix, AZ 85034
(602) 275-7881

MARICOPA COMMUNITY COLLEGES

Scottsdale Community College

Women's Week CELEBRATION - March 24-28, 1980

Through a series of theme day activities, Scottsdale Community Colleges' Women's Services Program planned to inform, sensitize, involve and educate the campus and broader community to women; their needs, concerns, accomplishments, aspirations, and potential. Activities included demonstrations, seminars, performances and workshops presented by community service personnel, college staff and faculty, as well as business and industry representatives. Themes for daily programming included Arts, Careers, Self-Reliance, Finances, and Relationships.

Major programming totaled 21 hours, reaching 1600 contactees, at a direct cost of 75¢ per contact. Evaluation of quality, quantity, cost and impact of Women's Week CELEBRATION will be available after 1 July 1980. Follow-up is planned to measure return rate of attendees to campus, purpose of return, enrollment in credit vs. non-credit courses, and need for services to retain enrolled women students.

Contact: Mary Ellen McKenry
Scottsdale Community College
9000 East Chaparral Road
Scottsdale, AZ 85253
(602) 941-0999, ext. 278

3. Course scheduling which meets the needs of the AIB students as well as the College. This includes integrating smaller AIB enrollments into regular college classes where applicable. This scheduling includes classes at the banks and other "Outreach" centers or at the campuses (4).
4. Acceptance of previously acquired AIB credit (AIB transcript) as M-DCC credit toward an A.S. or A.A. Degree. This is a mutual acceptance in that M-DCC courses are accepted for AIB credit.
5. Bank personnel are utilized, as adjunct faculty as much as possible and are paid by the College.

Contact: Russell Sigler
Dean, Occupational Careers Division
Miami-Dade Community College, North Campus
11380 N.W. 27 Avenue
Miami, FL 33167
(305) 685-4301

MIAMI-DADE COMMUNITY COLLEGE

Open College

Management Training Courses

Southeast Banking Corporation and Miami-Dade Community College have developed three management training courses which are offered for credit on an in-house basis. Leadership for the sessions is shared between company trainers and college staff. These courses are structured around various types of media: video tape, portable micro-computer led game simulations, structured role playing, and micro-computer managed behavior modeling. Two of these courses are based on commercially available video and print media materials. These are "Managing for Productivity" by Organizational Dynamics Incorporated, and "Essentials of Management" by The American Management Association. The third course is based on behavior modeling tapes produced at the college using managers and training personnel from the host company.

As more student managed media is developed we will be experimenting with peer led training sessions. Our aim is to have the classes provide their own leadership through the use of video tape and micro-computer media for approximately 50% of class time. This is a modification of the Open College broadcast TV course model. College and training staff monitor group and individual learning progress plus help each class modify the objectives to meet their individual needs.

Contact: Pete Diehl
Coordinator of Special Projects in Open College
Miami-Dade Community College
11011 S.W. 104th Street
Miami, FL 33176
(305) 596-1333

MORAIN VALLEY COMMUNITY COLLEGE

Advisory Committee Link

The Industrial Engineering Technology Program Advisory Committee is the direct link between MVCC and the business sector. Its purpose is to assist the administrator of the program to:

1. Recruit new students from the business sector.
Method: Personal involvement by each member both in their own company and outside their company.
2. Insure that the subject material is in concert with the real world of business.
Method: On-going audit of all objectives.
3. Develop new material that reflects new business techniques.
Method: Research, write and implement objective material.
4. Provide specific problem activities for IET students to serve internships preparatory to graduation.
Observation: During the past $4\frac{1}{2}$ years - the business sector has enjoyed savings in excess of \$600,000 as the result of student-oriented improvements in their companies.
5. Employ student and graduates on a part-time or full-time basis.
Observation: All graduates of the IET Program are working in engineering or are executives.
6. Provide business and political expertise that satisfies the needs of the students' overall professional development.
Observation: The State of Illinois Farm Energy Coordinator is an Advisory Committee member. He provides local, state and national views regarding energy conservation.

Contact: Alvin DeDona
Moraine Valley Community College
8009 S. Mulligan
Burbank, IL 60459
(312) 974-4300, ext. 325

PERALTA COMMUNITY COLLEGE DISTRICT

Cooperative Programs

New Oakland Committee: Peralta is represented on the New Oakland Committee which is composed of three caucuses--Minority, Labor, and Business. It involves approximately 50 people, although there are absolute votes that each caucus has on voting items. The total committee meets once a month but the caucuses are free to meet as often as they want between meetings of the total committee. The Business Caucus is comprised of most of the major businesses in Oakland as well as representation from the Port of Oakland. Businesses represented include Clorox, Kaiser, Safeway, Becta, Oakland Tribune, etc. A number of projects have been worked out through the New Oakland Committee, but the most significant aspect of the NOC has been the coming together of these segments for timely discussion on important community concerns such as the police-community relations, Oakland Economic Development, Oakland image building among others.

Community Careers Council The Community Careers Council is a Council sponsored by the Peralta District through the New Oakland Committee and with the cooperation of the Oakland Public Schools. This Council which is located in a separate downtown Oakland facility, serves two purposes: (1) To broker a career exploration activity for high school and college students by linking them with businesses that have occupations in which students might be interested. The result of the linking allows students to spend time with persons in the occupations and in the business sector and private industry; (2) The Council has a group that is advisory to it (called "The Council") which brings together some 20 to 30 people to discuss in forum how the transition from education to work can be better facilitated.

Finally, the Peralta District is involved with the businesses and industries in the community in a variety of ways through projects, cooperative education, Private Industry Council (PIC), City commissions and committees.

Contact: Dr. Donald H. Godbold
Vice Chancellor, Educational Services
Peralta Community College District
300 Grand Avenue
Oakland, CA 94610
(415) 834-5500

PERALTA COMMUNITY COLLEGE DISTRICT

College of Alameda

On-the-job Experience and Career Center Programs

The cooperative efforts between community colleges and business/industry are largely in the areas of cooperative education (students receiving credit from on-the-job experience), and through advisory committees for each of our occupational programs. The college depends heavily upon input from these advisory committees in keeping offerings current.

Representatives from business and industry also come to various classes as guest lecturers. The Career Center has had RAP sessions for students with persons in many occupations. These have been taped and made a part of the collection of career materials available.

Individual staff members serve on industry committees, attend union meetings where apprenticeship training is involved, and are available as consultants.

Contact: Assistant Dean of Occupational Education and Special Programs
College of Alameda
555 Atlantic Avenue
Alameda, CA 94501
(415) 522-7221

ST. LOUIS COMMUNITY COLLEGES

St. Louis Community College at Meramec

Horticulture Job Book

A "job book" is maintained in the office of the Horticulture Career Representative which is available to all of the horticulture students at any time. The book is a loose-leaf note book divided into sections such as "Groundskeeping", "Golf Course", "Greenhouses", "Landscaping" and the like. There are twelve such sections.

Into each section go entry sheets. Entries into the book come from newspaper advertisements, calls to the horticulture faculty from commercial employers, referrals from the College's Placement Office, calls from home owners and private concerns, student referrals, and the like. Each entry is dated and the source of the information listed. Students are asked to sign the book next to any job listing they do accept.

The job book has been well received by the students, both due to the many interest areas covered, and due to the book's ready accessibility. It also means that the faculty are freed from considerable time once spent in student job counseling.

Contact: Bonnie Dillon, Horticulture Career Representative
St. Louis Community College at Meramec
11333 Big Bend Blvd.
Kirkwood, MO 63122
(314) 966-7710

SANTA FE COMMUNITY COLLEGE

Industry Services Training for Bear Archery Company

The Bear Archery Company, the largest manufacturer of archery equipment in the world, selected Gainesville as the site to relocate its Grayling, Michigan manufacturing plant. An important reason for selecting Gainesville was the commitment of the College to provide a training program for potential company employees.

The training program consists of three components: (1) an individualized four-hour work evaluation which was completed on each trainee; (2) a three-hour orientation program which explained company policies and rules; and (3) a twelve-hour woodworking shop experience where each trainee learned to construct and assemble a compound bow. A total of 368 trainees successfully completed the training program.

To determine the effectiveness of these training programs, a follow-up study was conducted during the summer semester of 1979. Results of this study, plus letters from company officials and comments from various community agencies involved in the project, indicated a very successful program was provided for the Bear Archery Company.

Industry Services Training for City of Gainesville

The City of Gainesville, Power Production Department, requested Santa Fe Community College to provide a power plant operator training program for current and potential employees. Approximately forty new job openings will be created when the new Deerhaven Power Plant begins operation in January 1981.

To meet this need, Santa Fe Community College began a one-year training program in the fall semester 1979 with thirty-two trainees enrolling. To up-date the skills of current employees, forty-seven power plant operators also began a training program.

A second group of seventy-two began training during the winter semester 1980.

The one-year training program involves theory and hands-on experiences at the campus and at the Deerhaven plant. For the first semester, the program provides for a review of Mathematics and Physical Science, and an Introduction to Power Systems Technology. During the second semester, trainees begin a study of power generation, using a special manual developed by the power industry. Trainees also are enrolled in a course in Motors and Controls. For the third semester trainees complete a course in Industrial Experience in Power which includes hands-on experiences at the power plant and training time on the power plant simulator.

For instructional staff, we have utilized campus Technical Education faculty and supervisors from the Deerhaven Power Plant.

Industry Services Training for General Electric

The management of the General Electric plant requested that the college provide training for employees in two areas: Theory and Operation of Industrial Process Controls, and Basic Electricity, Hydraulics, and Pneumatics. The first of the courses was offered to personnel identified by the corporation as having potential for promotion; the latter to all production workers.

During the winter and spring semesters of 1979, forty personnel enrolled in a course in Industrial Process Controls. Courses were scheduled at the GE plant to coordinate with shift change hours, thus accommodating the work schedule of plant personnel.

During the summer of 1979, forty-nine in-plant personnel were trained in Basic Electricity, Hydraulics, and Pneumatics. Again this class was scheduled according to shift change hours. Mr. John Gentry taught a section at 11:00 p.m. at the plant. As of this date the college has served the needs of approximately one hundred GE employees and we anticipate continuation of this program in the future.

Industry Services Training for Nationwide Insurance Company

A new regional office for the Nationwide Insurance Company in Gainesville, Florida is scheduled for completion in April 1980. This regional office will serve customers in Florida, Georgia, and Alabama. The company has requested Santa Fe Community College to provide facilities and equipment for training employees for positions in Word Processing and Data Processing. For the winter semester 1980, 150 employees began a three-month training program. The company provided an instructional staff for specialized data processing training in Auto and Fire Coding, as well as Word Processing.

Following the training of the initial work force, the college will continue to provide training for the company.

Industry Services Training for Riviana Foods

Riviana Foods, Inc., a division of the Colgate-Palmolive Company, purchased the former Copeland Meat Processing Plant at Alachua, Florida. The company requested the college to provide a skilled, semi-skilled training program for 295 personnel, i.e. butchers, maintenance and clean-up people, packagers, and meat processors. The college planned a training program for implementation on May 1, 1979. However, prior to that start-up date the company decided not to continue with its plans to open and operate a meat processing plant in Alachua. This decision was based on more urgent capital requirements elsewhere in the company.

The training program would have provided eighteen hours of training in sanitation and safety by personnel from the Animal Science Division of the University of Florida's Institute of Food and Agricultural Sciences. Following this initial training, further specialized training for butchers and clean-up personnel was to take place at the Riviana plant.

Should the company again decide to open this plant, the college stands ready to provide an Industry Services Training Program.

Contact: Dr. Jack Fuller
Dean, Vocational-Technical Education
Santa Fe Community College
P.O. Box 1530
Gainesville, FL 32602
(904) 378-7810

LEAGUE FOR INNOVATION MEMBER INSTITUTIONS

Brookdale Community College
Lincroft, New Jersey

Central Piedmont Community College
Charlotte, North Carolina

Coast Community College District
Costa Mesa, California
Coastline Community College
Golden West College
Orange Coast College

Cuyahoga Community College
Cleveland, Ohio
Eastern Campus
Metropolitan Campus
Western Campus

Dallas County Community College District
Dallas, Texas
Brookhaven College
Cedar Valley College
Eastfield College
El Centro College
Mountain View College
North Lake College
Richland College

Delta College
University Center, Michigan

Foothill-DeAnza Community College District
Los Altos Hills, California
De Anza College
Foothill College

Johnson County Community College
Overland Park, Kansas

Kern Community College District
Bakersfield, California
Bakersfield College
Cerro Coso Community College
Porterville College

Lane Community College
Eugene, Oregon

LEAGUE FOR INNOVATION MEMBER INSTITUTIONS - page two

Los Angeles Community College District

Los Angeles, California

- East Los Angeles College
- Los Angeles City College
- Los Angeles Harbor College
- Los Angeles Metropolitan College
- Los Angeles Mission College
- Los Angeles Pierce College
- Los Angeles Southwest College
- Los Angeles Trade-Technical College
- Los Angeles Valley College
- West Los Angeles College

Maricopa Community Colleges

Phoenix, Arizona

- Glendale Community College
- Maricopa Technical Community College
- Mesa Community College
- Phoenix College
- Rio Salado Community College
- Scottsdale Community College
- South Mountain Community College

Miami-Dade Community College

Miami, Florida

- Medical Center Campus
- New World Center Campus
- North Campus
- South Campus

Moraine Valley Community College

Palos Hills, Illinois

Peralta Community College District

Oakland, California

- College of Alameda
- Feather River College
- Laney College
- Merritt College
- Vista College

St. Louis Community College

St. Louis, Missouri

- St. Louis Community College at Florissant Valley
- St. Louis Community College at Forest Park
- St. Louis Community College at Meramec

Santa Fe Community College

Gainesville, Florida